



Ministerial Statement

By

Senator, The Hon. Crystal Caesar JP

Minister of Education

Update on Gifted and Talented Education

Wednesday, 12 November 2025

Madame President,

Under my direction, the Ministry and Department of Education are reigniting Gifted and Talented Education (Gifted Education). This initiative is both timely and necessary, as we continue to advance the transformation of our public education system to meet the diverse learning needs of *all* our students – including those that are high achieving and/or gifted.

Madame President,

In simple terms, Gifted Education involves specialized teaching strategies designed to meet the needs of students who demonstrate outstanding abilities in areas such as creativity, intellect, or academics. While all of our children possess unique gifts and talents, gifted students are those who exhibit advanced intellectual, creative and/or academic performance beyond their peers and require more stimulating or challenging education and services beyond the standard school curriculum appropriate for their same-aged peers.

These efforts are intended to educate and promote understanding about the importance of Gifted Education, the identification of gifted learners, and how to best support them to achieve to their potential. Like all students, those who are gifted, have immense potential, which has to be discovered, cultivated and supported. Giftedness may also come with challenges, that require attention and support; for example, in the area of social skills and integration. Some gifted students may also be neurodivergent and have learning differences, which needs to be understood in order to provide tailored education and support not only through this programme, but throughout all educational experiences.

Gifted Education is a necessity. It provides intentional opportunities for advanced learners to grow intellectually, creatively, and socially. When gifted learners are not sufficiently challenged, they can become disengaged or frustrated. By contrast, when their needs are met, they develop stronger critical-thinking, problem-solving, and social-emotional skills; the very skills that will enable them to develop as learners and students in ways commensurate to their potential.

Madame President,

The journey to reignite Gifted Education was solidified in September and has been rooted in collaboration and inclusion. Extensive consultations have been held with Ministry and Department of Education stakeholders including Curriculum Specialists, members of the Transformational Team, Principals, and Multi-Tiered System of Supports (MTSS) Coaches, to ensure that this work aligns with the broader education transformation agenda. There were discussions on:

- Developing an understanding amongst educators about the specialized needs of gifted learners

- How to identify, support, and challenge potential gifted learners through differentiated instruction, using the MTSS framework that is designed to provide varying levels of academic and behavioral support based on student needs
- How data, work samples, and formal assessments such as the Otis-Lennon School Ability Test (OLSAT), can be used to identify students with exceptional potential.
- Protocol instruments such as GLOBE (Global Learning and Observation to Benefit the Environment), a US based science, math, technology and social studies educational programme that is ideal for gifted and high-ability students.

Madame President,

Preliminary data analysis, for example the September 2024 Gates MacGinitie Reading Test (GMRT) scores has been used to identify several exceptional students within our system demonstrating advanced reading skills that exceed grade-level standards.

This data provides a strong foundation for developing both homogeneous and heterogeneous learning groups that will allow gifted learners to thrive.

Madame President,

To date, there has been much outreach to obtain community support to identify gifted learners, provide positive leadership experiences and offsite educational opportunities for students that can help cultivate our gifted learners' intellectual curiosity and creativity.

- NASA’s Coopers Island station has agreed to host a cohort of 15 students for a specialized science learning experience;
- The Bermuda Institute of Ocean Sciences (BIOS) has met with the Ministry to design authentic STEM experiences for advanced learners;
- Partnerships are being explored with the “I Am” Programme to identify and develop young student leaders within the Primary 6 cohort; and,
- Discussions with local reinsurance companies are ongoing to support the nurturing of gifted students.
- Connecting with ART professionals to determine how to meet the needs of our exceptional visual, music and performing arts students.

Additionally, institutions such as the Aquarium, BUEI, and other local educational and environmental agencies are within easy reach to provide experiential learning that connects directly to our curriculum.

Madame President,

As we move forward to reignite gifted education, our focus will be on:

- Better identification of gifted students
- Designing multiple ways to best meet the needs of the identified gifted students based on data and location of school
- Conducting classroom observations and providing professional guidance on differentiating for advanced learners, and;
- Expanding data collection in mathematics and science;

These efforts are just beginning and will be expanded over time to ensure that gifted learners remain challenged, inspired, and prepared for post-secondary

education or training and community life, thus ultimately contribute to Bermuda's growth and innovation.

There is a clear sense of synergy and optimism surrounding this initiative. The expression of renewed energy and curiosity about identifying and supporting students who require more academic challenge and depth from educators, officers, and external partners reflects a shared vision: that Bermuda's gifted and high-ability students deserve the same level of intentional support as all other learners.

Madame President,

By reigniting Gifted Education, we are not creating exclusivity; we are creating equity. We are ensuring that every student regardless of ability is supported to reach their highest potential. This initiative represents a crucial step toward an education system that truly recognizes and nurtures the diverse gifts of all Bermudian children.

Thank you, **Madame President.**

- Ends -